

Cohort 3 Focus School Technical Assistance Webinar

Session 2



December 12, 2014

Yvonne A. Holloman, Ph.D.

Associate Director

Office of School Improvement

Virginia Department of Education

Purpose

- **Review** the process for monitoring an improvement plan;
- **Review** division improvement plan tasks to support focus schools; and
- **Identify** online resources available to local educational agencies associated with focus schools

U.S. Department of Education's ESEA Flexibility Waiver Monitoring Key Questions Regarding Focus Schools

1. Where are the state educational agency's focus schools in their **preparations to implement interventions** in the first semester?
2. What **processes**, such as needs analyses, are **local educational agencies and schools** using to determine what **interventions** will be implemented?
3. How is the **state educational agency ensuring** that its **local educational agencies implement interventions** aligned with the **reason** for the **school's identification** as a focus school?
4. What **resources and supports** are the **state educational agency** providing to those local educational agencies as they develop their plans for **interventions**?
5. What **process** does the **state educational agency** have in place to ensure that **all focus schools** will begin **implementing interventions** in the **first semester**? For example, do local educational agencies have a plan or report that they must submit?
6. How is the **state educational agency** planning to hold **local educational agencies accountable** for improving school and student performance?
7. How and when does the **state educational agency** plan to **monitor local educational agency implementation** of **interventions** in priority and focus schools?

The **division- and school-level plans** will be the **key** to monitoring each local educational agency's compliance with the ESEA flexibility waiver provisions. Both plans will be submitted via the Indistar® dashboard on:

- January 30, 2015
- April 24, 2015
- June 30, 2015



Indistar® (www.indistar.org)

Six-Step Improvement Planning Process

- A web-based tool for **assessing, planning, implementing**, and **monitoring** progress toward the rapid improvement indicators.

Step 1 – Register school

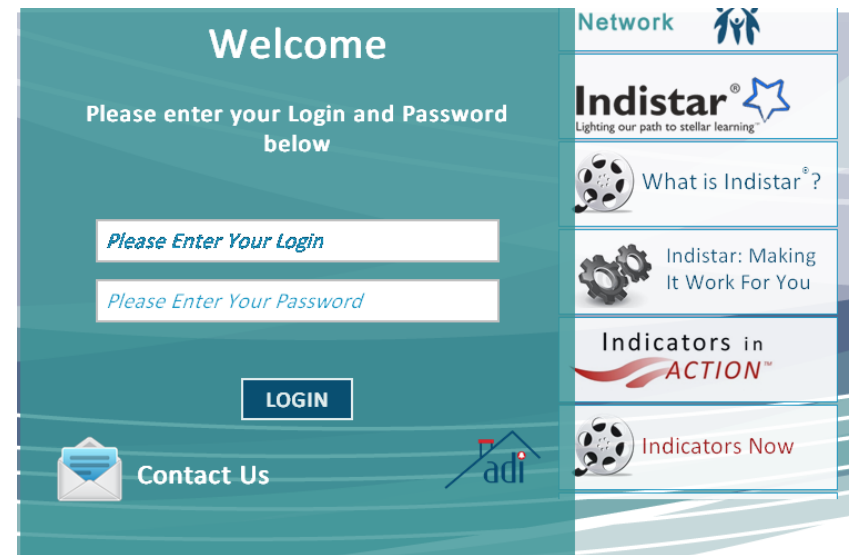
Step 2 – Provide school information

Step 3 – Form school team

Step 4 – Assess school indicators

Step 5 – Create school plan

Step 6 – Monitor school plan



Assess – Plan - Monitor





The monitoring component of an improvement plan is where the ***magic*** happens.

Why?

Monitoring allows improvement teams to determine whether a task (recipe) has been successful.

Focus Questions: Monitoring the Plan

- Are the indicators and the resulting tasks included as **integral components** of the staff meeting agendas? Division leadership team meetings?
- What **steps** have been developed to monitor the school plan? The division plan?
 - What data will be reviewed?
 - How will the status of interventions provided to students be documented?
- Who will be responsible for entering monitoring comments into the Indistar® Web-based planning tool?

TA01: The school will use an **identification process (including ongoing conversations with instructional leadership teams and data points to be used) for **all students at risk of failing or in need of targeted interventions**.**

(Remember, an **indicator** tells you **what** will happen.)

Monitoring tasks (recipe) for this indicator must include answers to the following questions:

- 1) What is the status of the training for teachers regarding the adaptive reading assessment?**
- 2) What is the status of the LEA process for identifying students needing interventions in mathematics? Note: This will vary by school division. Think about how the division requires the schools to identify students needing interventions in mathematics.**
- 3) After the assessments or other diagnostic tools are administered, what will be the subsequent actions?**
- 4) Who will develop the list of intervention students (including ELL and special education) for reading and mathematics?**

TA02: The school uses a **tiered, differentiated intervention process** to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

(Remember, an **indicator** tells you **what** will happen.)

Monitoring tasks (recipe) for this indicator must include answers to the following questions:

- 1. What is the status of implementation regarding the Tier 2 and Tier 3 interventions provided to students that were identified using the adaptive reading assessment and the LEA mathematics assessment/diagnostic tool? Note: The research-based intervention does not need to be a commercial program.**
- 2. What is the status of the training provided to teachers and other intervention providers?**
- 3. If the special education/ELL subgroup(s) did not meet the AMO within the identified proficiency gap group(s), what is the status of support provided to these students?**

	Tier 1	Tier 2	Tier 3
Students	All	Targeted	Specifically Targeted
Instructor(s)	Classroom Teacher	Classroom Teacher + Specialists	Classroom Teacher + Specialists + Additional staff
Location	Classroom	Classroom, small group setting, lab, etc.	Small group setting, lab, etc.
Intensity	Daily Instruction	3 to 4 days a week	Based on need and daily
Grouping	Large/Small	Small (2 to 5 students) per group	Smaller and individualized
Monitoring	Universal screening 3 x year	Remediation of skills 1 to 3 times per week	Daily – focused learning
Curriculum	General	General	General
Instruction	High quality and Differentiated	Target specific deficits	Individualized based on learner needs

TA03: The school uses a **monitoring process** (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

(Remember, an **indicator** tells you **what** will happen.)

Monitoring tasks (recipe) for this indicator must include answers to the following questions:

- 1. Who will be involved in monitoring the effectiveness of the support provided to students? ELL/special education students?**
- 2. How will the status of support for students be reported? ELL/special education students?**
- 3. How will parents be informed of their children’s progress with the selected interventions?**
- 4. How will the team address the problem of interventions that are not successful for students?**

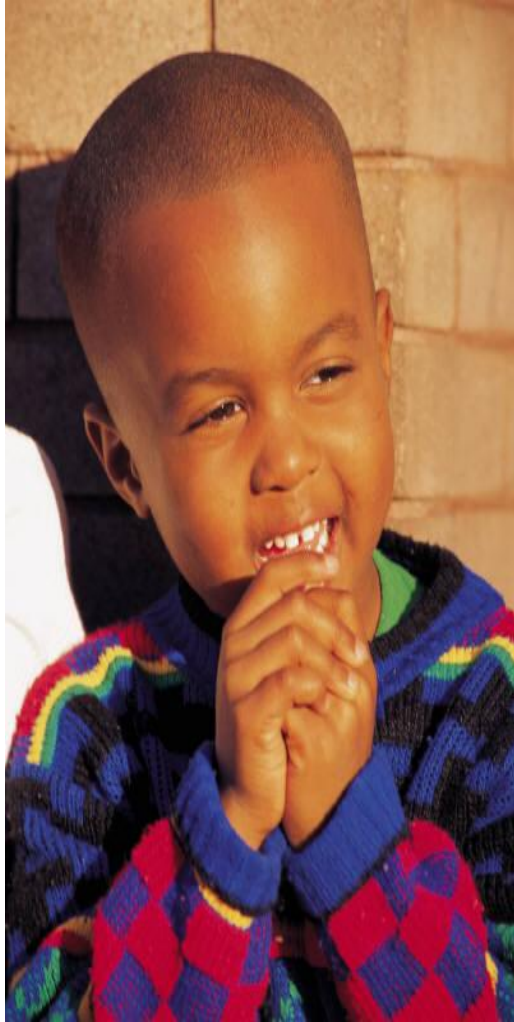


The ***School-University Research Network (SURN) Student Engagement Observation Protocol*** and/or the **local educational agency's observation tool** will be used by focus school principals, division contact persons, SURN staff, and OSI contractors to **monitor intervention lessons** with a focus on proficiency gap groups.

The observation protocol will involve the following:

1. Joint observations of reading and mathematics intervention lessons.
 - 12 observations by the end of the first semester (January 30, 2015)
 - 20 observations by April 17, 2015
2. Debriefing as a group regarding trends observed during the intervention lessons at each grade-level. The team may opt to focus observations on a particular grade-level during each visit. *Note: The SURN staff and the OSI contractors are not permitted to discuss the performance of specific teachers.*
3. All of the observers will discuss next steps, and use the information to:
 - Identify additional professional development needed;
 - Monitor existing tasks included in the division- and/or school-level improvement plans associated with indicators TA01, TA02, and TA03; and/or
 - Develop new tasks included in the division- and/or school-level improvement plans associated with indicators TA01, TA02, and TA03.

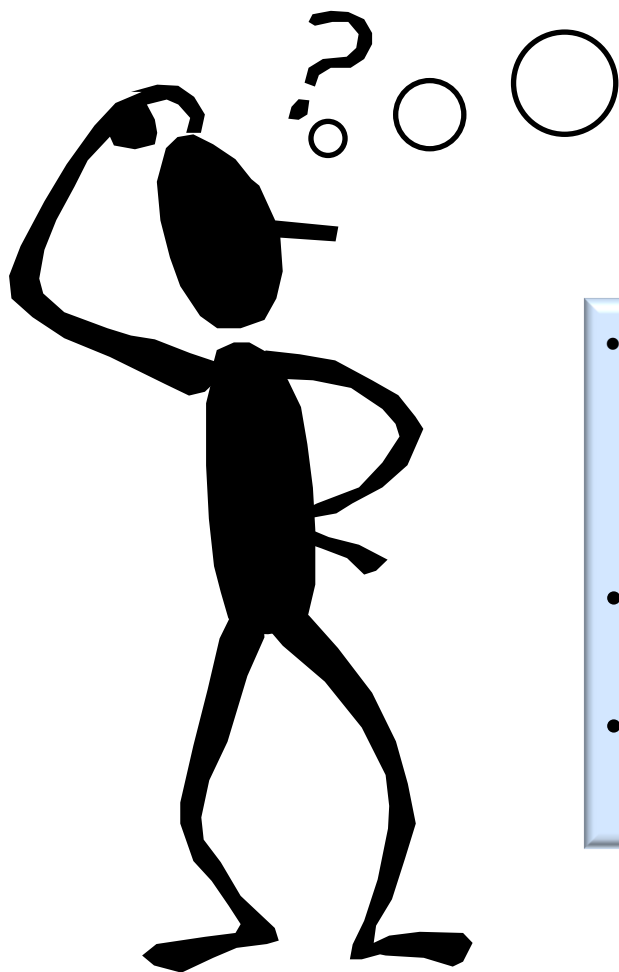
Meet Evan



- He is a **third grade student** at Happy Hills Elementary which has been identified as a focus school.
- Based on the **Happy Town adaptive reading assessment** and the **Phonological Awareness Literacy Screening (PALS)** results he has been identified for Tier 2 interventions. **TA01**
- The results of the **Happy Town mathematics diagnostic assessment** indicate that he needs Tier 3 interventions.
- His teacher provides him with the following research-based interventions included in his Individualized Intervention Plan (IIP):
 - **Roaring Reader intervention program** – small group lessons with classroom teacher 3 to 4 days per week during the 120 minute arts block. **TA02**
 - Small group math lessons led by his teacher 3 to 4 days per week and 15-20 minutes per day on the **Magnificent Math computer adaptive program**.
- On a bi-monthly basis, his principal **conducts classroom observations** of the intervention lessons and **provides explicit feedback** to his teacher. **TA03**
- On a monthly basis, his **teacher meets with the administrative team** to analyze his intervention data and review work samples.
- On a quarterly basis, the **Student Support Team** meets with his teacher and mother to review his response to interventions included in his IIP.

Process for **Monitoring** Improvement Plans

Division Improvement Plan	School Improvement Plan
<ul style="list-style-type: none">• Division leadership team members are responsible for entering status comments for each task on a monthly basis.• The VDOE-assigned contractor will be required to enter Coaching Comments via the Indistar® Main Menu regarding implementation of the division's improvement plan on a monthly basis.	<ul style="list-style-type: none">• School leadership team members are responsible for entering status comments for each task on a monthly basis.• The division leadership team member assigned to the focus school will be required to enter Coaching Comments via the Indistar® Main Menu regarding implementation of the school's improvement plan on a monthly basis.



What should be included in **status comments** for each task?

- **Monthly/Quarterly dates** indicating when individual tasks were monitored. The frequency is dependent upon the frequency-level entered when the task was developed.
- **A description of what occurred** when the individual tasks were implemented.
- **A description of the next steps** for the school/division leadership team.

TA01: The school will use an **identification process** (including ongoing conversations with instructional leadership teams and data points to be used) for **all students at risk of failing or in need of targeted interventions**.

(Remember, an **indicator** tells you *what* will happen.)

Monitoring Date

**Description of
what occurred**

**Description of
next steps**

October 17, 2012 - On October 17, 2012, the Happy Town division leadership team conducted a planning meeting to develop a timeline for training Happy Hills teachers to begin implementing the Roaring Reader and Magnificent Math intervention programs. The building principal suggested conducting the training in two day sessions at the request of the teachers. **Assistance with securing substitute teachers is needed from the division. John Mackerel will follow up with the team.**

November 1, 2012 - The two day training has been scheduled for November 29-30, 2012 and December 6-7, 2012. Kindergarten - second grade teachers will participate on November 29, 2012 and December 6, 2012. Third - fifth grade teachers will participate on November 30, 2012 and December 7, 2012.

December 10, 2012 - All teachers have received training regarding the Roaring Reader and Magnificent Math intervention programs. The division liaison, Dr. Boyd Doe, attended two sessions. The special education teachers requested an additional session to assist them with implementing the programs with their students and possibly making a few modifications.

Wise Ways ®

TA02 - Objective: REQUIRED - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)

ASSESS

Level of Development or Implementation: Limited Development **Priority Score:** 3 **Opportunity Score:** 2

Current Level Description: Happy Hills Elementary currently does not use a tiered, differentiated intervention process for students.

PLAN - Information

Describe how it will look when this objective is being fully met in your School:

By November 2013, 100% of identified intervention students will be assigned and will participate in a research-based intervention program.

Assigned to: Karen Jappy **Objective Target Date:** 11/12/2013

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

***Note:** Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 #1: In November 2012, the Happy Town mathematics and reading coordinators will provide training for teachers regarding the Roaring Reader and Magnificent Math intervention programs. These programs are designed for both Tier 2 interventions and Tier 3 interventions. 2013-2014: In November 2013, ththththththththththththththth

Frequency: four times a year

Comments:

October 17, 2012 - On October 17, 2012, the Happy Town division leadership team conducted a planning meeting to develop a timeline for training Happy Hills teachers to begin implementing the Roaring Reader and Magnificent Math intervention programs. The building principal suggested conducting the training in two day sessions at the request of the teachers. Assistance with securing substitute teachers is needed from the division. John Mackerel will follow up with the team.
November 1, 2012 - The two day training has been scheduled for November 29-30, 2012 and December 6-7, 2012. Kindergarten - second grade teachers will participate on November 29, 2012 and December 6, 2012. Third - fifth grade teachers will participate on November 30, 2012 and December 7, 2012

**Sample
Monitoring
Comments**

Division-level Improvement Planning Process

Division leadership teams will:

- **Review** the tasks included in each focus school's improvement plan;
- **Select** district improvement indicators aligned with each focus school's needs; and
- **Develop** a series of tasks to support each focus school.

The division-level improvement plan should be aligned with the needs of each focus school. In the area provided below, please list the **rapid improvement indicators** selected by each school and **align** each indicator with a **district improvement indicator**.

Example:

Focus Schools and Identified Proficiency Gap Groups:

1. Happy Town ES – Proficiency Gap Group 1
2. Happy Hollow ES – Proficiency Gap Groups 1 and 2
3. Happy Hills ES – Proficiency Gap Groups 2 and 3

Selected Rapid Improvement School Indicators	Focus Schools	Aligned District Improvement Indicators
ID13	Happy Town ES; Happy Hollow ES	IA10
TA03	Happy Hollow ES; Happy Town ES; Happy Hills ES	IA13
TA01	Happy Hollow ES; Happy Town ES; Happy Hills ES	IC06
TA02	Happy Hollow ES; Happy Town ES; Happy Hills ES	IB07

Indicator	IA13 - The district works with the school to provide early and intensive intervention for students not making progress. (13)	
Status	Tasks Completed: 0 of 4 (0%)	
	Level of Development:	Initial: Limited Development 10/13/2010
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Happy Hills School Division does not currently have a process in place to provide central support to schools that are in improvement.
Plan	Assigned to:	John Doe
	Added:	06/17/2011
	How it will look when fully met:	By January 2013, 100% of focus schools will have a division intervention plan (DIP) that is implemented to address student deficiencies as identified on formative and summative assessments.
	Target Date:	01/30/2013
	Tasks:	
	1. The Happy Hills division leadership team will assign a member (division intervention monitor) to oversee implementation of the division intervention plan (DIP) for the following focus schools: 1) Heart Elementary - Reading (Proficiency gap group 1) 2) Johnston Elementary - Reading and Math (Proficiency gap groups 1 and 2) 3) Timmons Elementary - Reading and Math (Proficiency gap groups 1 and 2)	
	Assigned to:	Satchel Paige
	Target Completion Date:	10/30/2012
	Comments:	September 22, 2012 - The Happy Hills division leadership team met to discuss the needs of each focus school and made assignments. The information was posted on the Indistar site under district team members. It was decided that Karen Happy, the division's reading supervisor will also provide assistance to each focus school by providing a member of her office to assist the improvement teams with developing their tasks.
	2. The division intervention monitor for each focus school will meet with the assigned building principals on a monthly basis to review common formative assessment (CFA) data, observe classrooms, and participate in grade-level meetings. Monthly reports from the division intervention monitors will be shared with the division leadership team on the second Tuesday of each month.	

Coaching Comments



Coaching Comments Make it Easy
and Automatic for Teams to
Communicate with their Coaches

Procedures for Entering and Responding to Coaching Comments

Division-level	School-level
<p>The OSI contractor will enter coaching comments regarding the following:</p> <ul style="list-style-type: none"> • Implementation of tasks • Monitoring of tasks • Needed essential actions from the academic review. • Preparations for upcoming meetings • Suggestions/commendations to the division leadership team • Next steps <p>Within one week, the division leadership team will respond to the comments posted by the OSI contractor.</p>	<p>The division leadership team member assigned to the school will enter coaching comments regarding the following:</p> <ul style="list-style-type: none"> • Implementation of tasks • Monitoring of tasks • Needed essential actions from the academic review • Preparations for upcoming meetings • Suggestions/commendations to the school leadership team • Next steps <p>Within one week, the school leadership team will respond to the comments posted by the division leadership team member assigned to the school.</p>

Agendas and Meeting Minutes

Back to Main Menu

Assess

Create

Monitor

School Information

School Team

Demographics

Assessment

Coaching Comments

Meeting Agenda Setup

Where Are We Now?

Resources

Worksheets

Reports

Close Toolbar

Help

Assess

Team Assesses Indicators

Last Update: 09/27/2013

Progress: 12 of 117

Monitor

Team Monitors Progress

Last Update: 09/26/2013

Progress: 4 of 10

Create

Team Creates & Revises Objective Plans

Last Update: 09/26/2013

Progress: 10 of 11

Snapshot

Last login:	10/11/2013
Last coaching comment received:	08/11/2011
Last Leadership Team Meeting:	03/22/2012
Last Indicator assessed:	ID03 - 09/27/2013
Last Task added:	ID02 - 08/22/2012
Number of Objectives past due:	4 (view)
Number of Tasks past due:	12 (view)
Where are we now Report	

Principal: Mr. Michael James - sbenedict@adi.org

Process Mgr.: Mr. John Happy, Jr. - sbenedict@adi.org

Mrs. Yvonne Holloman - steph@email.com

Mrs. Yvonne Holloman - yvonne.holloman@doe.virginia.gov

State Contact

Tech Support



Agendas and Meeting Minutes Reminders

- School- and division-level teams are required to enter meeting agendas and minutes on a monthly basis using Indistar.
- Meeting minutes should contain a summary of topics discussed during the meeting, and decisions made as a result of reviewing improvement plan tasks and student data.
- When reporting actions/decisions, meeting minutes should not include the names of specific individuals.
- Meeting minutes **do not** serve as a substitute for entering status comments into the monitoring section of a school improvement plan.

Meeting agendas and meeting minutes will be maintained in Indistar® using the tools provided for planning and entering information.

Set up a new meeting or choose an existing meeting.



Set up a new Meeting Agenda

VIDEO

Location	Date	Meeting	View Agenda or Minutes	Remove this meeting
Conference Room	04/01/2013	SIP - Writing Tasks	Agenda	remove
Conference Room	03/22/2013	Assessing Indicators	Meeting Minutes	remove
Library	01/12/2013	Team Meeting	Meeting Minutes	remove
Library	01/04/2013	Development of Tasks	Meeting Minutes	remove
Library	12/04/2012	SIP Monthly Meeting	Meeting Minutes	remove
Library	12/04/2012	Assessment of Indicators	Meeting Minutes	remove
Library	11/01/2012	School Improvement - Assessment of Indicators	Meeting Minutes	remove

1. Enter or Edit Meeting Agenda

2. Print Documents for Meeting

3. Enter Meeting Minutes

VIDEO

Meeting Date: MM/DD/YYYY Time:

Meeting

Title:

Location:

1. Save / Update Meeting Date, Time, and Location

2. Add Indicators to Assess or Plan to your Meeting

Assess Indicators

Create Improvement Plan

Other Business:

3. Save Other Business for this Meeting

The Office of School Improvement (OSI) has collaborated with various technical assistance providers to develop a menu of online resources including PowerPoint presentations, recorded webinars, and facilitator's guides.

SCHOOL IMPROVEMENT & REFORM

DIFFERENTIATED TECHNICAL ASSISTANCE / TRAINING



Virginia's nationally-recognized model for raising student achievement in low-performing schools is the [Partnership for Achieving Successful Schools \(PASS\)](#). PASS provides differentiated levels of assistance and intervention that match the unique needs of each school. In implementing PASS, VDOE's Office of School Improvement helps school divisions build internal capacity for effective and sustained reform.

Under the auspices of PASS, the Office of School Improvement offers resources including recorded webinars and webinar series on topics related to school improvement.

Click on a topic below to see more information. For live and recorded videos, you may download FREE [Windows & Macintosh media players](#)

Topics

[Expand All](#) | [Collapse All](#)

➤ **Co-Teaching and Inclusive Practices**

➤ **Data Literacy: Enhancing Teacher Data Literacy – What State Educational Agencies And Their Partners Can Do**

➤ **Differentiated Instruction**

➤ **Dropout Prevention**

➤ **Effective Strategies for Improving Vocabulary Development**

On March 14, 2012, VDOE presented a training event, Effective Strategies for Improving Vocabulary Development. The training was repeated on April 5, 2012, and a recording of that training appears below. The training is designed mainly for grades K-5, but middle school teachers will also benefit. The webinar includes a section on Beck's Tiered words which is applicable to high school, but high school representatives may wish to pursue that material independently. The training was conducted by Thomas Santangelo, English & Reading Specialist, Office of Standards, Curriculum, and Instruction, Virginia Department of Education.



[Recorded Webinar](#)

[Anita Archer Strategic Literacy Videos](#) – Sonoma County Office of Education

Supporting Materials:

- [Word Learning: Building Bridges to Better Instruction](#) (PDF)
- [Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary](#) (PDF)

http://www.doe.virginia.gov/support/school_improvement/training/index.shtml

The Training and Technical Assistance Centers (TTAC) are available to provide support related to addressing accountability and improvement goals for students with disabilities. The division contact person should contact the TTAC directly when requesting assistance.

TECHNICAL ASSISTANCE & PROFESSIONAL DEVELOPMENT

TRAINING & TECHNICAL ASSISTANCE CENTERS (TTAC)

VDOE's state-wide projects with TTACs provide professional development and support designed to assist schools in addressing accountability and improvement goals for students with disabilities.

Factors that encourage successful outcomes of students with disabilities include:

- The school leadership and staff have high expectations of all students and embrace inclusion of students with disabilities in all school-related activities.
- There is collaboration among individualized education program (IEP) team members to develop as well as implement meaningful IEPs.
- The curriculum is aligned with state learning standards and the aligned curriculum is taught in all settings.
- There is collaboration among special and general education teachers in planning and delivering research-based, effective, and differentiated instruction.
- Students use appropriate assistive technology.
- Positive behavior supports are incorporated in a school-wide approach to discipline.

State-wide Projects with the Training & Technical Assistance Centers at [TTAC Online](#)

Technical Assistance Centers

State

- [VCU \(Regions 1 and 8\)](#)
- [ODU \(Regions 2 and 3\)](#)
- [William & Mary \(Regions 2 and 3\)](#)
- [GMU \(Region 4\)](#)
- [JMU \(Region 5\)](#)
- [VA Tech \(Regions 6 and 7\)](#)
- [Radford \(Regions 6 and 7\)](#)

Regional

- [Mid-South Regional Resource Center \(MSRRC\)](#)

National

- [Federal Resource Center for Special Education \(FRC\)](#)
- [United States Office of Special Education Programs \(OSEP\)](#)
- [The University of Kansas, Center for Research on Learning](#)

The **Office of Special Education Program Improvement** has developed a variety of resources to assist schools with meeting the needs of students with disabilities.

SPECIAL EDUCATION

PROGRAM IMPROVEMENT

VDOE provides training, technical assistance and resources to local school divisions in providing quality instruction and supports to students with disabilities as well as supporting low-performing schools and school divisions to implement research-based effective practices for students with disabilities.

Training and Technical Assistance

- [SOL Reporting Resources to Inform Instruction and Remediation](#) – Recorded versions of professional development opportunities provided to division and school staff regarding the appropriate use of SOL score reports and assessment data.

Program Improvement Training Topics



[Play Video](#): Supporting Students with Disabilities in Mathematics

Resources

- [School Improvement and Reform](#) – VDOE assists schools in which students are achieving at levels below federal and state accountability standards.
- [Differentiated Technical Assistance and Training Topics](#)
- [Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students](#) (PDF) – The Regulations Establishing Accrediting Standards for Public Schools in Virginia (SOA), effective September 28, 2000, require schools accredited with warning in English or mathematics to adopt and implement instructional interventions that have a proven track record of success at raising student achievement. The Board of Education is required to publish a list of recommended instructional interventions, which may be amended from time to time.
- [Virginia Tiered Systems of Support \(VTSS\)](#) – VTSS is a framework and philosophy that provides resources and support to help every student to be successful in academics and behavior. It begins with systemic change at the division, school and classroom level that utilizes evidence-based, system-wide practices (response to intervention, positive behavior interventions and supports and content literacy curriculum) to provide a quick response to academic and behavioral needs.
- [Student Assistance Programming](#) – Student Assistance Programming goals are to prevent problems through education and address existing problems by directing students to school-based or community services providers as may be appropriate.
- [TeacherDirect](#) – Updates from VDOE regarding SOL resources and information targeted to classroom teachers
- [Virginia Department of Education's Training and Technical Assistance Centers](#) – VDOE's state-wide projects with TTACs provide professional development and support designed to assist schools in addressing accountability and improvement goals for students with disabilities.

Outside Resources

- [TTAC Online](#) – Information and resources regarding assessment, instruction and training specific to students with disabilities

Next Steps

School Team

- The **school leadership team** will continue developing tasks for the five selected indicators.
- The **school leadership team** will conduct a meeting and enter the agenda and meeting minutes into Indistar®.

Division Team

- The **division leadership team** will develop tasks for the district improvement indicators aligned with the rapid improvement school indicators selected by the school.
- The **division leadership team** will conduct a meeting and enter the agenda and meeting minutes into Indistar®.
- The **assigned member of the division leadership team** will review the school- level tasks and **enter coaching comments into Indistar®**.



Next webinar: Session 3 – January 16, 2015


Reminder

January 30, 2015

School- and division-level improvement teams will submit their improvement plans via the Indistar® Dashboard

VA-test School
Happy Hills Public Schools








 Document Upload  Dashboard Tutorial

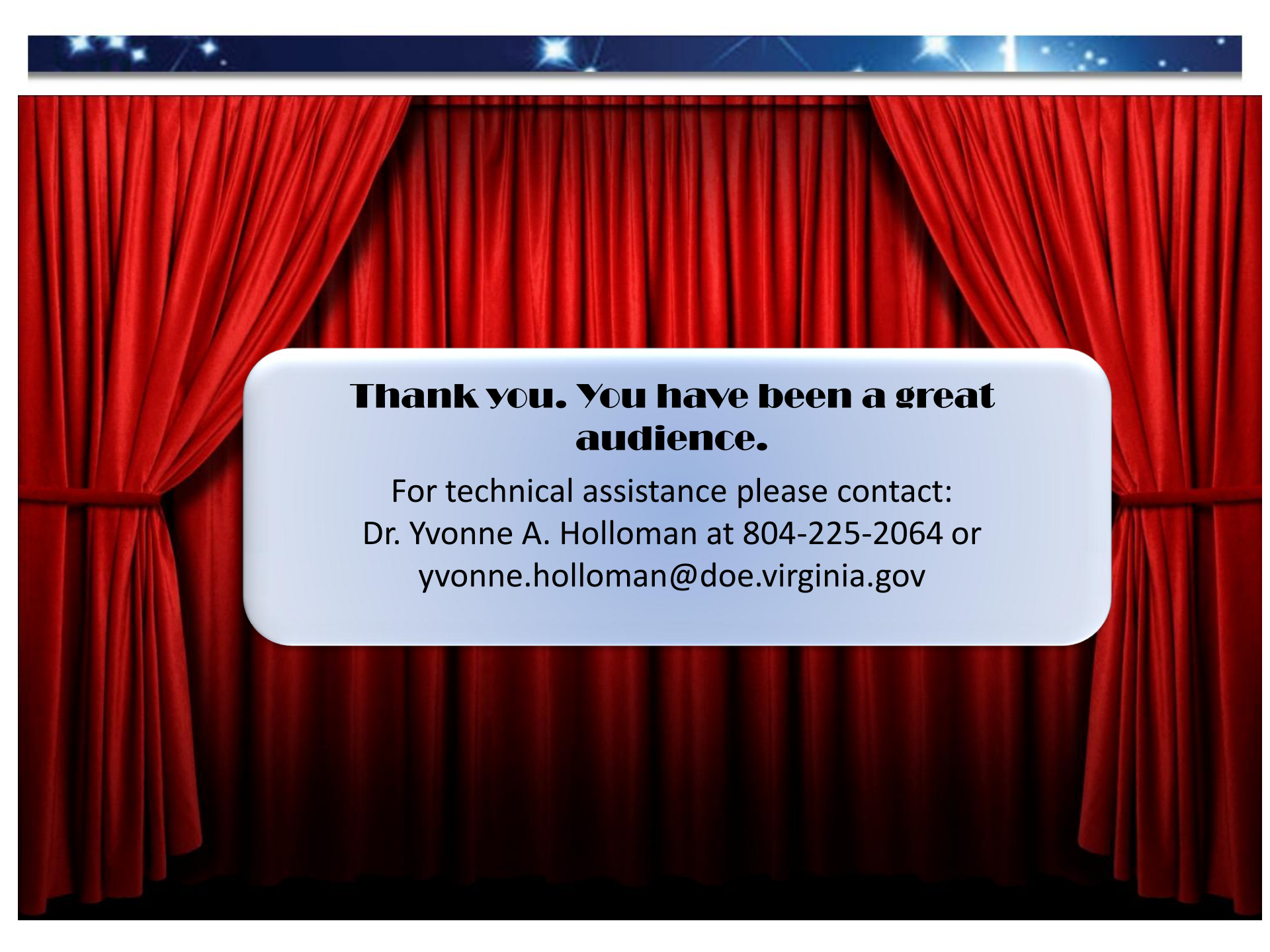
 School Bulletin Board

Please share this Guest Login with the Leadership Team and others.
It allows read-only access to key documents.
Guest Login - Password / **guestva2309 - guestva2309**

[Home](#) [Complete Forms](#) [Submit Forms/Reports](#) [Docs & Links](#)

To submit, click the submit button for each form or report that is due.
Click the date of the Submitted and Previous to view these reports.

Report Name	Submit By	Submit	Submitted	Previous
School Improvement Plan-(Focus-Cohort I only) 10/01	October 1, 2013		09/04/2013	
School Improvement Plan -(Focus-Cohort I)(Title I AMO-Cohorts I and II) 11/22	November 22, 2013		11/21/2013	 08/28/12
School Improvement Plan -(Focus-Cohort II only) 01/10	January 10, 2014		08/20/2013	
School Improvement Plan -(Focus-Cohorts I and II)(Title I AMO-Cohorts I and II) 02/14	February 14, 2014	submit		
School Improvement Plan -(Focus-Cohorts I and II)(Title I AMO-Cohorts I and II) 04/30	April 30, 2014	submit		
School Improvement Plan -(Focus-Cohorts I and II)(Title I AMO-Cohorts I and II) 06/30	June 30, 2014	submit		
Priority Schools Only - Transformation Implementation Plan-06/30/13	June 30, 2013		08/20/2013	 06/25/13
High School Level Indicators Report -02/14/14	February 14, 2014		08/20/2013	



Thank you. You have been a great audience.

For technical assistance please contact:
Dr. Yvonne A. Holloman at 804-225-2064 or
yvonne.holloman@doe.virginia.gov